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ABSTRACT

This report presents California's standards, which are intended for use by local planners to design, implement, and evaluate beginning teacher induction programs. For each standard, there is a statement of the standard itself, a rationale explaining why it is important, and a series of criteria to be used by program designers and evaluators in judging whether programs are designed and being implemented to meet standards. The standards are organized into three categories. Category 1, Program Design, Organization, and Context, includes: (1) Sponsorship and Administration of the Program; (2) Program Rationale, Goals, and Design; (3) Collaboration; (4) School Context and Working Conditions; and (5) Roles and Responsibilities of Site Administrators. Category 2, Delivery of Integrated Support and Assessment to Beginning Teachers, includes: (6) Selection of Support Providers/Assessors; (7) Provision of Professional Development for Support Providers/Assessors; (8) Formative Assessment of Beginning Teacher Performance; (9) Development and Use of Individualized Induction Plans; (10) Provision of Individualized Assistance and Support by Support Providers/Assessors; and (11) Design and Content of Formal Professional Development Activities for Beginning Teachers. Category 3, Resources and Program Development, includes: (12) Allocation and Use of Resources and (13) Program Development, Evaluation, and Accountability. (SM)

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STANDARDS of QUALITY and EFFECTIVENESS for BEGINNING TEACHER SUPPORT and ASSESSMENT PROGRAMS

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California Commission on Teacher Credentialing

California Department of Education

JULY, 1997

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Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs

A Description of Professional Induction for Beginning Teachers

California Commission on Teacher Credentialing
Adopted, May 1997

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State Adoption of the Program Standards

Members of the California Commission on Teacher Credentialing

Phillip Barker
Melodie Blowers
Verna B. Dauterive
Carolyn Ellner
Scott Harvey
Carol Katzman
Patricia Kuhn
Helen Lee
Doris Miner
Torrie L. Norton
Gary Reed
Craig Smith
Edmund Sutro
Jane Veneman
Nancy Zarenda

Ex Officio Members

Edward DeRoche
Henrietta Schwartz
Erwin Seibel
Jon Synder

State Superintendent of Public Instruction

Delaine Eastin

California State Board of Education

Yvonne W. Larsen
Jerry Hume
Natalie J. Arena
Kathryn Dronenburg
S. William Malkasian
Marion McDowell
Janet Nicholas
Gerti B. Thomas
Robert L. Trigg
Marina Tse

Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs

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Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs

Introduction to the Standards

The standards are intended to be used holistically by local educators to design, implement and evaluate induction programs in California. It is expected that program managers will formulate strategies for incorporating the standards into local programs for first-year and second-year teachers. Program evaluation methods and activities should also be used to ascertain how well the standards are being implemented in a program, while taking local conditions and special circumstances into account.

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. These standards were initially formulated to guide the development and evaluation of California New Teacher Project (CNTP) sites. They have been refined and revised based on the experience of local educators who have designed, operated and evaluated Beginning Teacher Support and Assessment (BTSA) Programs since 1992. The standards reflect the experience of the California Department of Education, Commission on Teacher Credentialing and BTSA program directors in developing more than 30 local programs.

A companion set of standards, the *California Standards for the Teaching Profession* has also been developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching.

Organization of the Standards

Each standard is presented in three parts: (a) a succinct statement of the standard itself; (b) a brief rationale explaining why the standard is important; and (c) a series of criteria to be used by program designers and evaluators in judging whether programs are designed and being implemented to meet the standards.

The standards are clustered in three broad categories. Category I addresses *Program Design, Organization and Context* (Standards 1 through 5). Category II covers the *Delivery of Integrated Support and Assessment of Beginning Teachers* (Standards 6 through 11). Category III addresses *Resources and Program Development* (Standards 12 and 13).

Purposes and Uses of the Program Standards

The standards are intended to be used holistically by local planners to design and implement their induction programs. It is expected that program managers will formulate local strategies for incorporating the standards into their induction programs. In addition, managers may use program evaluation methods and activities to ascertain whether the standards are being implemented and met, taking local conditions, and special circumstances into account.

The purposes of California's Beginning Teacher Support and Assessment Program set out in Education Code Section 44279.2(b) as follows:

(1) *To provide an effective transition into the teaching career for first-year and second-year teachers in California.*

(2) *To improve the educational performance of students through improved training, information and assistance for new teachers.*

(3) *To enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.*

(4) *To ensure the professional success and retention of new teachers.*

(5) *To ensure that a support provider provides intensive individualized support and assistance to each beginning teacher.*

(6) *To improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers.*

(7) *To establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.*

(8) *To examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.*

(9) *To ensure that an Individual Induction Plan for each beginning teacher is based on an on-going assessment of the beginning teacher's development.*

(10) *To ensure continuous program improvement through ongoing research, development and evaluation.*

Although these standards were developed in the context of the Beginning Teacher Support and Assessment (BTSA) Program, they can serve as useful guides to the implementation of any intensive program of induction for new teachers. In California, the following standards define effective support and formative assessment practices for beginning teachers who have completed basic credential requirements. In this way, the induction program standards complement California's existing standards for preservice preparation programs and internship preparation programs.

California has embarked on a comprehensive review of the learning-to-teach process, pursuant to Senate Bill 1422 (Bergeson). As a result of this review, state policymakers are seeking ways to include induction programs in the learning-to-teach sequence for all teachers in the future. In this sequence, each teacher's initial preparation leads to an intensive induction experience consisting of formative assessment, individual support, advanced study, and frequent reflection on the practice of teaching. The standards in this document describe the qualities of many excellent programs that extend new teachers' prior studies and supervised experiences in schools.

Category I
Program Design, Organization and Context

Standard 1: Sponsorship and Administration of the Program

The program is sponsored by one or more organizations that demonstrate a commitment to beginning teacher support and assessment. The program has strong leadership and an administrative structure that effectively manages and delivers support and assessment services to beginning teachers. Program leaders have appropriate authority over the details of program design and implementation.

Rationale

The commitment of sponsoring organizations is indispensable for the effectiveness and durability of support and assessment programs for beginning teachers. In order for services to be delivered to teachers in a thoughtful, responsive and consistent manner, the sponsorship and administration of the support and assessment program should be organized and managed to meet the diverse needs of beginning teachers in the local context.

Criteria for Assessing the Program in Relation to this Standard

- The sponsoring agencies and organizations demonstrate institutional commitment to the program through the allocation of sufficient resources, and the assignment of personnel and resources are distributed commensurate with the level of effort and degree of responsibility of each sponsoring agency.

- The responsibilities of each participating agency or organization for program oversight and implementation are clearly specified, and a primary contact person is designated.

- The effective coordination among all entities establishes clear and appropriate allocation of authority and initiative (e.g. among sponsoring organizations, across administrative levels within local school districts, between districts and local bargaining units, and with other funding sources that are designed to provide support for beginning teachers).

- The program leadership team participates in the state-developed BTSA Leadership Academy or its equivalent, to acquire the depth of knowledge and understanding necessary to be able to develop and implement an excellent BTSA Program.

Standard 1 Continued

- A program director is appointed to assume responsibility for overall direction of the program; the roles, responsibilities and time commitment of the program director are clearly defined and are appropriate to the scope of the program.

- The program director implements an excellent program that adheres to BTSA program standards and effectiveness criteria. The director exhibits knowledge/ expertise in BTSA program administration, support provider and diversity training, formative assessment, and the development and implementation of Individual Induction Plans.

- Site administrators with beginning teachers involved in the program participate in the state-developed BTSA Site Administrators' Academy or its equivalent. The program director works with site administrators to create a context within their schools that supports beginning teachers and their support providers/assessors in their work together.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 2: Program Rationale, Goals, and Design

A sound, well-articulated rationale, grounded in research and effective practices, guides the development of program goals and plans for the design and delivery of support and assessment services to beginning teachers. The developmental needs of beginning teachers are clearly understood by program designers and managers.

Rationale

An induction program should be built on a vision of beginning teacher growth and development that is supported by research and practice. This vision should recognize the strengths and needs of beginning teachers as they develop over time and should include appropriate support activities and assessment practices designed to meet beginning teachers' needs in effective ways.

Criteria for Assessing the Program in Relation to this Standard

- The overall design of the program is consistent with the purposes of the BTSA program as stated in the Introduction, and includes a rationale based on sound theory and practice.

- The delivery of services is planned and implemented in ways that are consistent with the holistic, developmental view of teaching articulated in the *California Standards for the Teaching Profession*.

- Until funding is sufficient to serve all beginning teachers, criteria for selecting beginning teachers to be served are developed based on a sound rationale. Criteria to consider could include, but not be limited to: teaching assignment, number of preparations, previous preparation, or diversity of student population.

- The program is designed to address the strengths and needs of beginning teachers and recognizes individual developmental differences in teachers, support providers, and assessors.

- The program includes a process for the development and implementation of an Individualized Induction Plan based on formative assessment information for the support and professional development of each beginning teacher.

- The program is designed to assist beginning teachers in teaching the core curriculum to all students.

- The program is designed to help beginning teachers effectively teach the diverse students in California's schools.

Standard 2 Continued

- The program is designed to support the induction of beginning teachers as responsible members of the teaching profession, as well as employees of a school and district.

- The plan for delivery of services recognizes that first-year teachers may have different developmental needs. Factors that should be considered include type of preparation program; current status as an emergency permit or internship credential holder; preparation in another state; and/or mid-career entry into the profession.

- The plan for delivery of services recognizes the need to provide continuity for teachers between their preservice preparation and induction, and between their induction and ongoing professional development.

- The program meets other criteria specified by local sponsors as appropriate to this standard.

Standard 3: Collaboration

Inter-agency and intra-agency collaboration are central to developing a coherent and efficient plan for delivering support and assessment services to beginning teachers. Collaborative roles, responsibilities and relationships are clearly defined and well understood by the partners involved in the program implementation.

Rationale

Although the primary responsibility for a beginning teacher rests with the employing district, the effective delivery of support and assessment services requires coordination at the site level, and at other levels within and outside the organization. In programs that have multiple sponsors, coordination and collaboration become even more crucial. If the district is the sole sponsor of a program, when it is appropriate, other organizations, such as colleges and universities, county offices of education, and research and testing firms, should be involved in helping meet program goals.

Criteria for Assessing the Program in Relation to this Standard

- Responsibilities for program implementation and oversight by each participating agency (or levels within participating agencies) are clearly defined and coordinated.

- Opportunities for communication and feedback are assured among sponsoring agencies, which include bargaining units, central office staff, school site principals, county offices of education, institutions of higher education and others, as appropriate.

- Formal and informal linkages are made internally among members of the partnership. For example, linkages are made to preservice programs at the university and to site administrators at the district level. Linkages are also forged externally to other BTSA programs, through networking and peer evaluation, and to support service providers at the regional and state levels. A variety of communication channels are utilized, involving the appropriate use of technology. Formative feedback is sought on a regular basis.

- Participants in the partnership demonstrate a clear understanding of each partner's roles, responsibilities and relationships.

- The program director and other appropriate program participants are involved in statewide and regional activities and discussions related to beginning teacher support and assessment.

Standard 3 Continued

- The program meets other criteria specified by local sponsors as appropriate to this standard.

Standard 4: School Context and Working Conditions

Support services are appropriate to the working conditions experienced by beginning teachers. Efforts are made to secure assignments for beginning teachers that optimize their chances for success. When beginning teachers are placed in more challenging settings, additional time and resources are provided to assist them.

Rationale

The assignment of beginning teachers is an important consideration in facilitating their entry into the profession. Beginning teachers should be placed in situations that are appropriate to their novice status so they will have the opportunity to develop fully as teaching professionals. If beginning teachers are placed in more challenging settings, additional time and resources should be provided to foster their success.

Criteria for Assessing the Program in Relation to this Standard

- Program staff clearly communicate with district administrators, school officials, bargaining units, and others responsible for employing, assigning, and supporting beginning teachers, regarding the nature and extent of any challenging condition that may jeopardize beginning teachers' success or create the need for additional support services.

- Program staff work with district personnel staff and school principals to identify and take effective steps to ameliorate or overcome challenging aspects of beginning teacher work environments. Every effort is made to assign beginning teachers to classes that are likely to facilitate their success. For example, beginning teachers are given their own classrooms, and assigned reduced numbers of students, single grade classrooms, limited numbers of class preparations, and/or limited numbers of extra-curricular assignments.

- When beginning teachers are assigned to work in more challenging settings, BTSA program staff, support providers, and site administrators provide additional assistance and/or resources to assist them. Assistance may include more intensive mentoring, specialized training, team teaching arrangements, and/or paraprofessional assistance.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 5: Roles and Responsibilities of Site Administrators

Site administrators are well prepared to assume their responsibilities for supporting beginning teachers in the induction program. Preparation includes both the development of knowledge about beginning teacher needs, and the development of an understanding of the important role of the principal in supporting each component of the program.

Rationale

The knowledge, attitudes and the actions of site administrators are critical in setting the stage for beginning teacher success. Site administrators are instrumental in providing the structure for intensive support and assessment activities, and in creating a positive climate for these activities.

Criteria for Assessing the Program in Relation to this Standard

- Site administrators are knowledgeable about the program's rationale and goals. Those with beginning teachers involved in the program participate in the state-developed BTSA Site Administrators' Academy or its equivalent, which is designed to assist them in creating a climate within their schools to support beginning teachers and their support providers/assessors in their work together.

- When beginning teachers are assigned to work in more challenging settings, site administrators provide additional assistance and/or resources to assist them. Assistance may include more intensive mentoring, specialized training, team teaching arrangements, and/or paraprofessional assistance.

- Site administrators provide an orientation that informs beginning teachers about site resources, personnel, procedures and policies.

- Site administrators facilitate the introduction of beginning teachers to the staff and the inclusion of beginning teachers in the learning community.

- Site administrators understand the role of the support provider/assessor and respect the confidentiality between the support provider/assessor and the beginning teacher.

- Site administrators are familiar with the program's formative assessment process, and the development and use of Individual Induction Plans.

- Site administrators support site-level activities related to beginning teacher support and assessment and provide the structure for support providers/assessors and beginning teachers to work together on a regular basis.

Standard 5 Continued

- Site administrators facilitate participation in professional development activities by beginning teachers.
- Site administrators inform their staff about the *California Standards for the Teaching Profession,* and explore their potential use as a structure for determining individual and site level professional development.
- Site administrators participate in the program's evaluation and development.
- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Category II
Delivery of Integrated Support and Assessment for Beginning Teachers

Standard 6: Selection of Support Providers/Assessors

Program administrators select support providers/assessors of beginning teachers using well-defined, justifiable criteria that are consistent with their assigned responsibilities in the induction program. The selection process is planned and implemented carefully, with a primary focus on the development of beginning teachers.

Rationale

By selecting well-qualified support providers/assessors, the program can assure that beginning teachers receive quality support and assessment. Selection as a support provider/assessor not only confers status on those chosen, but also develops their leadership skills through participation in the extended professional community of beginning teacher support and assessment.

Criteria for Assessing the Program in Relation to this Standard

- The roles and responsibilities of the support providers/assessors are clearly defined.

- Procedures for making selection decisions are clearly specified and consistently followed and supported by all stakeholders, including the local bargaining unit.

- Selection criteria are consistent with the support providers'/assessors' specified roles and responsibilities. Selection criteria call for support providers/assessors who have: (a) an awareness of beginning teacher development ; (b) are willing to participate in support provider/assessor training; (c) are willing to engage in formative assessment processes; (d) are willing to discuss assessment information and share instructional ideas and materials with beginning teachers; (e) have effective interpersonal skills and are willing to work collaboratively with a beginning teacher; (f) have demonstrated a commitment to their own professional growth and learning; and (g) are excellent professional role models.

- Input from the beginning teacher is considered in matching the support provider/assessor with the beginning teacher.

Standard 6 Continued

- Beginning teachers and their support providers/assessors are matched in terms of relevant experience, current assignments, and/or proximity of location. If the match is not productive, alternative arrangements are made.

- Assessors, if different from support providers, are familiar with the instructional content and the student population being taught by the beginning teacher(s) with whom they are working.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 7: Provision of Professional Development for Support Providers/Assessors

Support providers/assessors are well-prepared to assume their responsibilities, and are consistently supported in their efforts to assist beginning teachers. Professional development includes both the development of the knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages program participants.

Rationale

Excellent teachers are not necessarily prepared to help others develop professionally. Awareness of the diversity of beginning teacher needs and the ability to structure and provide opportunities that nurture professional growth and development demand different abilities and skills from those required to teach students in classroom settings. Support providers/assessors must be prepared for the roles they are assuming to successfully fulfill their responsibilities, and be provided opportunities to assess and reflect on their efforts and development.

Criteria for Assessing the Program in Relation to this Standard

- Professional development experiences are provided to assist support providers/assessors with their assigned roles. Support providers/assessors participate in state developed trainings including *A Guide for Support Providers in Their Work with Beginning Teachers* and *A Guide to Becoming Culturally Responsive and Responsible Educators*. They also participate in trainings in the formative assessment system being used by the program and in other locally developed professional development activities as needed.

- Support providers/assessors are provided time to meet with each other to develop and refine needed skills, problem-solve, assess, and reflect on their work.

- Support providers/assessors are prepared to use assessment information to develop individualized induction plans with beginning teachers and to provide them with individualized support.

- The same person should be both support provider/assessor when possible. If not, the support provider understands the assessment procedures and criteria, and the support provider and assessor collaborate to use the assessment information in developing plans to meet the beginning teacher's needs.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 8: Formative Assessment of Beginning Teacher Performance

A support provider/assessor assesses the performance of each beginning teacher with one or more complex measures at the onset of the program and at multiple points during the induction program to document progress over a period of time. Each assessment is based on the *California Standards for the Teaching Profession.* The assessment information is used to determine the scope, focus and content of professional development activities that are the basis of the beginning teacher's Individual Induction Plan.

Rationale

No one measure of teacher performance fully captures the complexity of teaching in today's schools, suggesting that multiple methods be employed at appropriate points during a teacher's induction into the profession. Assessments of each individual teacher's strengths and needs help target support services where they are most needed. Information from ongoing assessments can be used to guide the teacher in establishing and pursuing professional development goals during and following the induction period. New teachers may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas as a result of varied life experiences and perspectives. Engaging in formative assessment supports habits of self-reflection and career-long professional growth in the beginning teacher.

Criteria for Assessing the Program in Relation to this Standard

- *The California Standards for the Teaching Profession (CSTP)* form the basis of expectations for beginning teacher assessments.
- The program clearly defines for its participants a formative assessment system that offers formal feedback to them at clearly defined intervals.
- The assessment system includes instruments that identify levels of teaching performance and recognize the complexity and diversity of teaching. Multiple assessment methods are used, as appropriate, to reflect the full range of the *CSTP.*
- Assessment instruments used in the program accurately and consistently reflect a teacher's performance and are designed to measure teaching practices in relation to the *CSTP.*
- The support providers/assessors who conduct beginning teacher assessments are well-prepared to use the instruments and processes.

Standard 8 Continued

- The support providers/assessors are prepared to discuss sensitively, with each beginning teacher, the assessment information that is collected.
- Assessment information contributes to the development of an Individualized Induction Plan.
- Implementation of the assessment instrument/system is relatively cost-effective.
- Assessments recur for the purpose of enabling beginning teachers, with their support providers, to assess progress, to reconsider and adjust their Individual Induction Plans, as needed.
- Informal assessments of beginning teacher performance (e.g. conversations, logs, interactive journals) are conducted on an ongoing basis and supplement more formal assessment information (observations and structured portfolio entries).
- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 9: Development and Use of Individualized Induction Plans

The support provider/assessor collaborates with the beginning teacher in the development and implementation of an Individualized Induction Plan (IIP) that supports the professional growth of the beginning teacher. IIPs are based in part on formative assessment results, and are reconsidered and revised according to the beginning teacher's emerging needs. IIPs primarily address the unique needs of individual teachers including consideration of their prior preparation and experience, and may include common topics and activities for all participants in the program. Beginning teachers experience an integrated system of support and assessment through implementation of the IIP.

Rationale

The Individualized Induction Plan (IIP) links the information gained from the formative assessments of beginning teacher performance with support strategies designed to develop professional competence. Each IIP builds on the beginning teacher's assessed strengths and needs, defines goals, and outlines specific action plans for facilitating his or her growth and development.

Criteria for Assessing the Program in Relation to this Standard

- The support provider/assessor assists the beginning teacher to develop and implement an IIP. This plan is modified at specified intervals over the course of the year as the beginning teacher progresses toward stated goals.

- In the development of an Individual Induction Plan, the beginning teacher and support provider/assessor consider the new teacher's prior preparation, training and experience, as well as information derived from the formative assessment process.

- The plan includes individual growth goals, outlines specific strategies for achieving those goals, and documents the beginning teacher's progress in meeting the goals.

- The goals established for a beginning teacher's development are consistent with the expectations for teacher performance outlined in the *California Standards for the Teaching Profession.*

- The IIP identifies the individual assistance and the professional development opportunities that will guide the beginning teacher toward the established growth goals.

Standard 9 Continued

- The support provider/assessor and the beginning teacher regularly assess progress toward the professional development goals established in the IIP.

- Dedicated time is provided to ensure that every beginning teacher, in collaboration with the support provider, prepares an IIP, pursues the objectives set forth in that plan, and revises the plan at specified intervals as additional needs are identified.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 10: Provision of Individualized Assistance and Support by Support Providers/Assessors

Beginning teachers and their support providers/assessors are given time and opportunities to work together on a regular, ongoing basis. Support activities are guided by support providers/assessors, are appropriate to beginning teachers' individual strengths and needs, are reflected in the Individualized Induction Plan, and are provided in a manner that facilitates beginning teacher growth and development. Assessment information is used to periodically check the beginning teacher's progress toward Individual Induction Plan goals, and to make adjustments in support activities, as appropriate.

Rationale

Mentoring from more experienced colleagues is a powerful means of providing support and assistance to beginning teachers. Providing opportunities for beginning teachers to access the knowledge, skills and abilities of their support providers/assessors in ways that foster beginning teacher growth, reflectivity and autonomy involves careful planning so that the time spent working together is useful and productive. The program design and Individualized Induction Plans should describe the ways in which experienced teachers and beginning teachers work together to promote growth along the dimensions defined in the *California Standards for the Teaching Profession.*

Criteria for Assessing the Program in Relation to this Standard

- A support provider/assessor is given the designated responsibility to work with an appropriate number of beginning teachers. When a support provider/assessor is a full-time classroom teacher partially released to perform these duties, an assignment of two to four beginning teachers is appropriate. When he/she is a full-time support provider, an assignment of ten to twelve beginning teachers is appropriate.

- Support providers/assessors and beginning teachers are given dedicated time in the form of released time, reduced teaching load, and/or joint planning periods to work together.

- A support provider/assessor provides support and assistance to each beginning teacher on a regular basis. Informal contact (weekly) and more structured formal contact (monthly) provide the minimum support deemed adequate. A plan is developed for frequent collaboration that includes communication via regularly scheduled meetings, phone calls, interactive journals, notes, e-mail or other strategies. An accountability system is in place to ensure that support providers/assessors are assisting beginning teachers on a regular basis.

Standard 10 Continued

- The areas of performance in which a beginning teacher is assisted are determined by that beginning teacher's assessed needs and concerns, and are appropriate to the beginning teacher's developmental stage.

- Support providers/assessors work with their beginning teachers on a variety of teaching tasks, such as preparing curricular and instructional plans, selecting and using instructional materials, and reviewing student work.

- Support providers/assessors and beginning teachers have opportunities to work together in a variety of ways, such as observing one another teach, reflecting on the beginning teacher's IIP, and jointly participating in professional development activities.

- Support providers/assessors use strategies that foster beginning teacher growth, reflectivity and autonomy.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 11: Design and Content of Formal Professional Development Activities for Beginning Teachers

Professional development activities are designed to foster each beginning teacher's attainment of the expectations described in the California *Standards for the Teaching Profession*, are reflective of state and local curricular and instructional priorities, are responsive to individual teacher needs and concerns, and are derived in part from formative assessment information.

Rationale

Teacher development should be guided by a common set of expectations, yet responsive to the individual and to local priorities. Formal learning experiences, such as workshops or seminars, need to be designed, presented and reinforced with follow-up activities so that teachers will find the learning experiences to be helpful and relevant to their individual needs. Providing a variety of professional development experiences is effective in promoting the growth of beginning teachers.

Criteria for Assessing the Program in Relation to this Standard

- The *California Standards for the Teaching Profession* form the basis of expectations for beginning teacher performance and for developing professional growth experiences. Consideration is given to each beginning teacher's workload in planning the time, place, and frequency of professional development activities.

- The program of support and assessment services gives attention to the implementation of statewide curriculum and instructional priorities in the training and professional development activities of beginning teachers and support providers.

- Provisions are made to ensure that each beginning teacher takes part in formal professional development activities that are designed to meet his/her individually-assessed needs as reflected in the Individual Induction Plan.

- When possible and appropriate, support providers/assessors and beginning teachers participate together in professional development activities.

- New learnings developed in professional development activities are supported over time through a variety of strategies that have been found to be effective in working with beginning teachers, including but not limited to peer coaching, one-on-one support by a support provider, classroom observations, teaching demonstrations, and interactive journals.

Standard 11 Continued

- Persons selected to present or facilitate professional development activities are well qualified, understand current educational theory and practice, model teaching practices that foster success in multicultural/multilingual environments, understand the developmental nature of teaching, and promote reflective practice.

- Professional development activities provide opportunities for beginning teachers to reflect on their own practice and apply learnings to their own classrooms.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Category III
Resources and Program Development

Standard 12: Allocation and Use of Resources

The sponsoring organization(s) allocate sufficient personnel time and fiscal resources to enable the beginning teacher support and assessment program to deliver planned services that maximize beginning teacher success.

Rationale

The quality and effectiveness of a program are largely determined by the appropriate use of human and fiscal resources. Resources need to be sufficient and appropriate for the type of services offered. Support and assessment services should be based on realistic and reasonable plans that draw on available federal, state and local resources.

Criteria for Assessing the Program in Relation to this Standard

- The program sponsors allocate sufficient resources to foster the program's success and effectiveness. As a guideline, the program allocates $3000 per beginning teacher from state BTSA local assistance funds and at least $2000 per beginning teacher from staff development funds designated to support beginning teachers, or from other local, state, or federal resources.

- Fiscal and personnel resources are allocated in ways that ensure an appropriate balance between the assessment components and the support components of the program.

- Adequate personnel resources are provided to administer the program and to provide services to beginning teachers. As a guideline, a program that serves 50 beginning teachers should include a half-time director, while a program that serves 100 or more beginning teachers should include a full-time director.

- Existing professional development resources, especially those designed to support beginning teachers, are accessed by and coordinated with the program, as appropriate.

- The use of program resources is monitored on a regular basis, and adjustments are made as the need arises.

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Standard 13: Program Development, Evaluation, and Accountability

The agencies that sponsor the program operate a comprehensive, ongoing system of program evaluation and development that involves program participants and other stakeholders, and that leads to substantive developmental efforts and program improvements. The sponsoring agencies are prepared to participate in accountability measures that are designed to assure the quality and effectiveness of each program.

Rationale

To achieve high quality and effectiveness, a program must be evaluated regularly and comprehensively and refinements made based on the evaluation results. The evaluation should be based on the Program Standards as well as specific program goals and stated plans for meeting local goals. The evaluation should support continued development of the program, and should recognize that both formal and informal evaluations serve useful purposes.

Criteria for Assessing the Program in Relation to this Standard

- The evaluation of the program is based on the BTSA Program Purposes as stated in the Introduction and the individual goals described in each program's plans.
- Feedback about program quality and effectiveness is sought in systematic ways from beginning teachers, their support providers/assessors, principals and others involved in the program.
- Program evaluations are appropriately designed, including provisions for information from internal and external sources. Feedback from peer evaluations is used to refine program plans.
- The delivery and content of both individualized assistance and support and formal professional development activities are evaluated for their relevance and effectiveness.
- Adjustments and improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of beginning teachers.
- Program sponsors prepare themselves to participate constructively in external measures that are designed to examine program quality and effectiveness. They, in turn, prepare program participants to be involved in statewide evaluation efforts.

Standard 13 Continued

- The program meets additional criteria specified by local sponsors as appropriate to this standard.

Contributors to the Standards

Many individuals and groups contributed time and expertise to the development and review of the Standards, Rationales and Criteria in this document. Many participants in the Beginning Teacher Support and Assessment (BTSA) Program were very helpful over the course of five years. In particular, the California New Teacher Project and BTSA Directors have been instrumental in creating, revising and refining these Standards over time. The Commission on Teacher Credentialing and the Department of Education are extremely grateful for their thoughtful assistance.

The following organizations and individuals have been instrumental in the development of the *Program Standards* from 1990 to the present.

BTSA Directors Ad Hoc Committee on Program Standards

Mary H. Lewis
Gina Nolte
Pam Mullin
Suzanne Riley
Linda Scott

California Educational Research Cooperative

Douglas Mitchell
Linda Scott
Sarri Takahashi

Interagency Task Force for New Teacher Support and Assessment (1992–97)

David Wright, CTC
Carol Bartell, CTC
Phil Fitch, CTC
Terry Janicki, CTC
Margaret Olebe, CTC

Suzanne Fogg-Tyson, CCCOE

Walter Denham, CDE
Sue Garmston, CDE
Harvey Hunt, CDE
Laura Wagner, CDE
Linda Ownby, CDE
Lisa Ray, CDE

Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422)

Allen Black
Yvonne Caballero-Allen
Barbara G. Collier
Denise J. Danne
Linda F. Davis
John F. Dean
Joshua Edelman
Mary A. Falvey
Jim C. Henderson
Ronald Hockwalt
Stephen W. King
David A. Lebow
Reynaldo F. Macias
Cecelia I. Mansfield
Akiko C. Morimoto
Joyce A. Neeley
Jim O'Laughlin
Kathleen O'Sullivan
Lynne Petrock
Michael R. Romo
Mary Vixie Sandy
Gary Soto
Sam W. Swofford
JoAnn Taylor
Sheila Anne Webb
David P. Wright
William C. Wilson
Beverly Young

NOTES